

Trainer Material 1: TEFL Lesson Plans (+ Conflict Resolution)

Topic: Discussing the News

Name: _____

Level: Intermediate

Action points – (Copy action points from trainer’s observation notes of your last practice teaching session)

1. Increase Pace
2. Ask Ss to report other Ss responses, not own

1. What are you teaching? (You don't need to teach all in one lesson)

- **Language points** – (List the specific vocabulary, grammar points, pronunciation points, phrases, structures you will teach)

Horrifying
Shocking
Puzzling
Depressing
Fascinating
Incredible

- **Language skills** – circle the primary skill and underline any others you will address

Speaking Listening Reading Writing Grammar

2. What are your Student Learning Objectives for the lesson? (be specific and describe *observable student behaviors*, which you will be able to see in class.)

By the end of the lesson, SWBAT:

Apply information based on listening lesson to work cooperatively and creatively with one headline from the newspaper, then share using TL (target language) how the news made them feel the news with each other.

3. Preliminary considerations:

a. What vocabulary/grammar/information/skills do your students already know in relation to today’s lesson?

- Ss will have read a newspaper prior to lesson
- Ss will know Who, What, When, Where, Why questions.
- Ss will have encountered picture from listening lesson

b. What aspects of the lesson do you anticipate your students might find challenging/difficult?

- Ss will not know how to insert a verb to make the headlines complete sentences.
- Ss not have enough information to make up stories.

c. How will you avoid and/or address each of these problem areas?

- T will provide a model to work on and a controlled practice.
- T will make sure to give directions to answer W?s

Time	Framework and stages (PPU,PDP, FUMP)	Procedure/Steps	Focus T-S / S-S	Stage Aims, Rationale	VAKT
3:48 6 min	Introduction	1. T asks, "Who reads the newspaper?" 2. Ss show hands 3. Lets find out. T explains HO (handout) and Ss take survey a. How are you similar? How are you different? b. Is important for you to learn about current events? Why and Why not?	T-S S-S S-S	Link from listening into Use, Introduction, warm-up	VAK
3:54 9 min	Presentation	4. TPS 5. T gives context (hold up news paper to show relevant headlines) 6. Headline written on Bb 7. TPS reactions about the Headline 8. T introduces TL (target language)	T-S S-S T-S T-S	Brief Vocab	VAKT VA
4:04 14min	Practice	9. FUMPS 10. CCQs 11. T directs/model Ss to do a matching activity for TL a. "Did you read the paper? What do you think?" b. "Yeah, it's ____ (TL) because..." 12. Ss take away definitions and rank them from most strong feeling to the least strong. 13. T gives headline from listening story and full story on screen.	T-S S-S S-S	Connection to listening lesson, controlled practice	VAKT VAKT
4:14 19min	Use	14. Ss list adjectives using TL about story in 30 seconds 15. Share list with partner a. Are they the same? Why and Why not? 16. Clover Share: a. Group on inside "Did you read the paper? What do you think?" b. Group on outside "yeah, it's ____ (TL) because..." 17. T tells about cocktail party take a headline and story and describe reaction to the headlines using TL. 18. Ss begin mingle and find who had similar feelings. a. "Did you read the paper? What do you think?" b. "yeah, it's ____ (TL) because..." 19. Feedback on content and accuracy a. Content "Did everyone have the same reactions?" Who thought it was "who will read the paper at home?" b. I noticed... 'the same' not only same 'ing creating the feeling 'ed is saying the feeling	T-S	Freer activity	VAKTIn
4:33 2 min		Back Up: Have Ss start with a story, make a headline to make someone react in (TL)		Practical use stage	

Grade 6

Title: Going To...or Not!

I. Objectives:

Students will be able to recognize positive and negative statements using the “going to” construction.

II. Lesson Stages:

Warm up:

Students will solve Jumble words in positive and negative categories:

otn	ilwi
verne	nac
nocant	laywas

Presentation of New Materials:

Teacher will review on the board the “going to” construction (as in “preparing to”) with action verb following. Teacher will elicit a list of action verbs, making sure the students understand them.

Students will draw from several strips on which positive and negative statements with the “going to” construction (see following sheet) are typed.

Using his/her own list, the teacher will randomly illustrate through speech, hand gestures and exaggerated facial expressions the situations on the strips. As soon as a student recognizes that his/her sentence is the appropriate one, he/she raises a hand and reads the statement. Example: For “We are going to visit the zoo today!” the teacher might say, “I just love to watch the monkeys do silly things and I can’t wait to see the giraffe eat the high leaves!” Make enough strips for each student to have one. If time and interest permit, reshuffle and do the exercise a second time.

Application:

Distribute sentences containing the “going to” construction which have been cut into pieces. (see following sheet) Let individuals, pairs or small groups work at assembling sentences into their proper order.

(Sentences to cut into strips for students to draw. You may want to increase space between.)

We're going to have lunch now.

We're not going to have a big lunch.

We're not going to have lunch now.

We're not going to have a picnic today.

We're going to plan a party!

We're not going to plan a party for this weekend.

We're not going to eat at a restaurant.

We're going to eat at a restaurant tonight

We're not going to pick cherries at our grandparents' farm this weekend.

We're going to visit the zoo!

(Sentences to cut up and give out to small groups. Use paper clips or color-code sentences.)

we are going to eat some
ice cream after dinner

we're not going to see
the movie this weekend

we're going to buy a
puppy

we're not going to watch
the soccer match on
Saturday afternoon

we're going to shop at
the new store

we're not going to leave
the store until we buy
our school supplies

we're going to clean the
kitchen for Mom

GRADES 9-12 / INTERMEDIATE LEVEL

Understanding and giving directions

Objective: Students will begin learning how to give and follow directions for getting around in a city, be introduced to the basic vocabulary for finding an address or place, and practice dialogs using directions.

Materials: Whiteboard, markers, map of city either drawn on board or on a handout

Warm-up: Introduce vocabulary of directions, asking students for translation into Romanian words such as, *straight, turn, left, right, corner, street, avenue, boulevard, road, intersection, past, across from, cross, sidewalk, crosswalk, building, grocery store, drugstore, clothes store, restaurant, hotel, library, post office, park, market, apartments, parking lot, newspaper, movie theater, bookstore*. Then play a quick game of Blackboard Bingo. Students choose any six of the words you have introduced and write them in their notebooks. The teacher or a Bingo Master student then picks words at random and calls them out. The students check the word off if it's on their list. The first person with six of the words calls Bingo. Keep going until everyone has Bingoed. (10 minutes)

Presentation: Draw a map of a city center on the whiteboard (or give it out as a handout), with several streets and cross streets, buildings drawn in, with descriptions on them, such as Grocery Store, Library, etc. It must have at least several blocks of buildings north, south, east and west. Give an example of how you would give directions to get from one place on the map to another, e.g. "Go straight on Pine Avenue two blocks, turn left, go one block to Main Street and turn right, then go straight one block to the grocery store. It is on your left, across from the post office." Then give each student a starting point and destination on the map, and have him or her give the class oral directions for reaching it. (10-15 minutes)

Practice: Have the students draw a rough map of the streets from their house to their school. They then write directions for how to get to their house from the school. Have one student read their

directions out loud and have a second student try to draw the route on the whiteboard, just using arrows. (10 minutes)

Application: Students in pairs will practice the following dialog, speaking out loud in turns, then switching roles, if time.

John: Excuse me, could you tell me how to get to the post office from here?

Stranger: Yes, go straight up this street two blocks, then turn right on Pine Street. Go three blocks and it will be the second building on your left.

John: Is it across from the library?

Stranger: No, the library is left on Pine Street. I think it's about two blocks that way.

John: OK, thanks. Do you know if there's a pizzeria near the library?

Stranger: No but there is one across from the drugstore, just past the next intersection.

John: Is it on the corner?

Stranger: No, it's the second building on the right.

John: Thanks a lot.

Stranger: You're welcome. Have a good day.

(15 minutes)

Homework: Write three sentences using at least six of the words you learned today.

Lesson Plan for Day Three-TEFL Practicum

June 2010

TEACHER:

TITLE: Music Genres: American v. Romanian

LEVEL: Grade 5

TIME: One Class Period (50 Minutes)

MATERIALS:

Music Clips

Laptop

OBJECTIVES:

- Students will be able to identify characteristics of various music genres.
- Students will be able to express their preferences among different music genres.
- Students will be able to compare and contrast American and Romanian music genres.

MOTIVATION: (Warm Up)

- * Thought shower-write "Instruments" on the board and have the students add as many instruments as they can think of from class the day before.

INFORMATION: (Presentation)

- Present different type of musical genres using my laptop. I will write the genre on the board and then play a clip of each genre as an example.
- Using basic adjectives and words, describe each genre using the student's help. (Fast, slow, etc)
- Discuss popular genres in America v. Romania.

PRACTICE

- Have the students select a partner to work with and then have them complete a matching worksheet. The worksheet will have the musical genres on one side and description words on the other.

APPLICATION:

- Divide the class into 2 teams. Line each team up by the board and give them each a piece of chalk. Play a song and have the first person in each group write the genre on the board. Whoever gets the correct genre first gets the point.

Vocabulary: Rock, Country, Jazz, Rap, Opera, African Tribal, Techo, Disco

Title: Violence in school/home and conflict resolution

Level: High School 9th-12th grade

Time: One or two class periods

Materials: Handout with lyrics for “Jeremy” by Pearl Jam and video shown towards the end

Objectives:

1. Students will be able to understand the meaning of “violence in school” and the concept of a “bully”
2. Students will be able to understand the concept of rebellion and psychological effects of growing up without parental affection
3. Students will be able to identify and discuss bullying, troubled children and some of the reasons behind violent acts

Motivation (warm-up):

- ✓ Free-flowing discussion on the lyrics from Jeremy, symbolism, analogies and metaphors
- ✓ Give real-world examples of bullying in the school, in their lives, experiences and causes and effects
- ✓ Students will come up with conflict resolution methods and ways to identify and help trouble children

Information (presentation):

- ✓ Ask students if they understand the concept of bullying, violence at home, school, and neglect
- ✓ Ask students how familiar they are with other students (or themselves) being bullied
- ✓ Ask students if they have personally ever experience something similar to what happened to Jeremy and how they would handle the situation
- ✓ Ask students how far is too far and where does one draw the line in terms of bullying and the effects thereof
- ✓ Introduce some cases where students in the states reacted strongly and negatively with catastrophic results and the after-effects
- ✓ Introduce conflict resolution methods

Practice:

- ✓ Read the lyrics to Jeremy and translate and decipher verse by verse, so that the students can achieve a deep and complete understanding of the song and message
- ✓ Discuss any nuances in language as they come up including idiomatic expressions

Application (wrap-up):

- ✓ Watch the video “Jeremy” by Pearl Jam
- ✓ Discuss the effects, different parts of the video, the students’ reactions, if they imagined the video to be that way as we read the lyrics, discuss the ending of the video and try to discuss Jeremy’s rational and how they would react differently